DOCUMENT RESUME

ED 325 167 JC 900 566

AUTHOR Lillibridge, Fred
TITLE Evaluation Plan and Survey Instrument for Office of Institutional Research, El Paso Community College.
INSTITUTION El Paso Community Coll., Tex.
PUB DATE Aug 90
NOTE 42p.
PUB TYPE Tests/Evaluation Instruments (160) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; College Administration; Community Colleges; Evaluation Criteria; *Evaluation Methods; *Institutional Research; Program Effectiveness; *Program Evaluation; Questionnaires; Research Problems; Research Utilization; *Self Evaluation (Groups); Two Year Colleges

ABSTRACT

In an effort to review the effectiveness and the impact of the Office of Institutional Research (OIR) at El Paso Community College (EPCC) and to identify and report any significant problems with the quality of service being provided to the college president and other key policy and decision makers, an evaluation plan and survey test instrument were developed. Specifically, the evaluation would seek to answer the following key questions: (1) What is the impact of the OIR? (2) Does the office provide analytic studies and services that contribute in a positive way to a quality educational environment? (3) How effective is the operation of the office? (4) Does the office do needed studies or provide needed services? and (5) Does the office have necessary resources available to do such tasks and provide such services? Data collection for the study will involve extensive personal interviews with those directly involved with institutional research, brief personal interviews with senior managers, group brainstorming interviews with staff members having knowledge of or contact with institutional research, and mail surveys of decision makers on the OIR mailing list. This evaluation plan includes the following: a review of the OIR's purpose and clients served; a description of the purpose of the evaluation, the audience for whom the evaluation will be conducted (e.g., the director of the OIR, and the president of the college); data collection procedures and timetables; the names and titles of the individuals to be surveyed and interviewed; data collection and analysis procedures; the reporting strategy; and a copy of the 68-item test instrument. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED325167

EVALUATION PLAN

AND

SURVEY INSTRUMENT

FOR

OFFICE OF INSTITUTIONAL RESEARCH
EL PASO COMMUNITY COLLEGE

BY

FRED LILLIBRIDGE
RESEARCH ASSOCIATE

JC900566

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. M. Andrews

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

AUGUST 1990

EVALUATION PLAN

by
Fred Lillibridge

23 August 1990

Program

Office of Institutional Research

Program's Purpose

1. To do applied research about EPCC as directed by the President of the College or his designates.

2. Fulfill specific reporting requirements of the EPCC Board of Trustees, the Texas Higher Education Coordinating Board, the Southern Association of Colleges and Schools and the U.S. Department of Education.

3. Assemble quantitative and qualitative information for use in periodic or ad hoc reviews of perspective or ongoing EPCC programs or organizational units.

4. Provide information about EPCC's environment to provide a comprehensive view that can be used for planning, policy formulation and decision making.

5. Identify institutional problems based on research findings for decision and policy makers.

6. Provide comparative data about other educational institutions for decision and policy makers.

Program Clients

President of the College
Vice President for Academic Affairs
Vice President for Financial Services
Vice President for Human Resources and Administrative Services
Vice President for Management Information Systems
Director of Systems and Programming
EPCC Board Of Trustees
Texas Higher Education Coordinating Board
Southern Association of Colleges and Schools (SACS)
U.S. Department of Education

Program Basic Operation

The office does many periodic tasks to provide data for required reports for a variety of agencies. Staff accesses computerized

data bases to write reports. The office maintains the EPCC Factbook, which provides both historical and current information about EPCC. The EPCC Factbook is supplemented irregularly by FACTSHEETS that provide both comparative and specific data about EPCC's organizational environment. Specific studies are performed as required. These requests come most often from the Director of Systems and Programming, the President of the College or College Vice Presidents. The Director of IR has considerable discretion in selecting topics for study.

FOCUS SUMMARY

Focus of Study

The major focus of the evaluation is the Office of Institutional Research (IR), a unit of Systems and Programming, in Management Information Systems at El Paso Community College (EPCC). The Office of IR operates as an administrative research arm of the College president and other key policy and decision makers. Its primary purpose has been to provide accurate and timely information about the college and its operational environment.

Periodically, the Southern Association of Colleges and Schools (SACS) assesses IR's effectiveness and impact on the college as part of its accreditation review of EPCC.

The primary focus of this evaluation is to review the effectiveness and impact of IR and to identify and report any significant problems with the quality of service provided to the college president and other key policy and decision makers.

A secondary focus is to recommend appropriate corrective action for any problems found in the current level of service provided by IR and to identify and report any opportunities for improved service if they exist.

Purpose

Specifically, this evaluation focuses first, on those programmatic areas that are reviewed by SACS. Special emphasis will be put on those operational areas that have been problem areas for EPCC in the past. This evaluation will provide information to the Director of Institutional Research. Hopefully, any deficiencies in the quality of service provided to the college president and other key policy and decision makers will be corrected so that they can make decisions and formulate policy more effectively.

Audiences

The client for this evaluation is the Director of the Office of Institutional Research. The Director has responsibility to oversee and direct institutional research for El Paso Community College.

Other audiences include:

1. The Director of Systems and Programming, the immediate superior of the Director of IR, will provide input during the evaluation process and respond to any proposed major changes to the Office of IR's mission or operating procedures.

2. The Vice President for Management Information Systems, the immediate superior of the Director of Systems and Programming, will provide input during the evaluation process and respond to proposed changes to the Office of IR's mission that impact EPCC organizational units that are external to Systems and Programming.

3. The President of the College will provide significant input during the evaluation process. The president also needs to approve any critical organization modifications that are beyond the authority of the Vice President for Management Information Services.

Interested stakeholders who will provide input during the evaluation process include:

4. Staffers in the Office of Institutional Research who also will provide input about current operations and respond to proposed changes in operating procedures.

5. Staffers in Systems and Programming

6. The Vice President for Academic Affairs

7. Academic Deans

8. The Assistant to the President

9. The Director of Planning and Institutional Development

10. The Director of Public Relations and Marketing

11. The Director of Institutional Evaluation

12. Vice President for Financial Services

13. Vice President for Human Resources and Administrative Services

Major Contextual Factors

1. The evaluation must be completed by 1 November 1990, so that necessary changes to IR's mission and operating procedures can be approved and implemented before the SACS accreditation team begins its review process.

2. Evaluation must be conducted within existing budget constraints, no new funds will be appropriated for this evaluation.

3. This is essentially a self evaluation in that all evaluation personnel will come from existing staff members.

4. Input for the evaluation must come from personnel who already have heavy work loads. This constraint should be considered when instruments are developed or purchased.

5. Instruments must either be tailored from previously developed instruments or developed from scratch.

6. An evaluation director must be temporarily appointed to chair the evaluation process. This will decrease the assignee's ability to do other tasks for the duration of the process.

Evaluation Questions

1. What is the impact of the Office of Institutional Research on EPCC's management?

   1.1 Does the office provide management with pertinent information for decision purposes?

   1.2 Does the office provide timely information to management for decision purposes?

   1.3 Does the office help management anticipate and deal with issues and problems?

   1.4 Does the office provide quality information that might not otherwise be available?

   1.5 Does the office contribute to ongoing institutional information systems design and consistency?

   Importance

   It is necessary to determine if the Office of Institutional Research is having sufficient impact on the institution. It is the very root of the question. Does it need to exist?

2. Does the office provide analytic studies and services that contribute in a positive way to a quality educational environment?

2.1 Is the acquisition of needed resources enhanced?

2.2 Are institutional resources used effectively?

2.3 Is the ability to deal with external agencies and clients improved?

2.4 Are internal evaluations and reviews of institutional programs or departments improved?

2.5 Is institutional planning improved?

2.6 Is institutional budgeting improved?

2.7 Are policy decisions made by well-informed decision makers?

2.8 Is the operation of EPCC better understood?

Importance

It is necessary to decide if the office has a positive impact on the prime mission of EPCC, that of providing quality education. Do those directly responsible for delivering education to students make better decisions.

3. How effective is the operation of the office?

3.1 Does the office anticipate institutional problems and information needs?

3.2 Can the office find out from management specific analytic study needs?

3.3 Does the office understand the organization?

3.4 Does the office maintain good working relationships with all other offices at EPCC?

3.5 Does the office communicate well and does it have clear report formats and contents?

3.6 Does the office follow through on completed studies to see if they fulfilled their intended use?

3.7 Is the office aware of trends and concerns in U.S. and Texas higher education?

Importance

It is necessary to determine if the office operates effectively to meet its objectives.

4. Does the office do needed studies or provide needed services?

4.1 Does the office interact campus-wide?

4.2 Does the office cover appropriate topics that relate to faculty, students, and management?

4.3 Does the office make appropriate priority decisions among internal and external demands for information?

Importance

It is necessary to determine if the office meets the needs of those who rely on timely and accurate information.

5. Does the office have necessary resources available to do necessary tasks and provide necessary service?

5.1 Is the staffing level adequate?

5.2 Is the budget level adequate?

5.3 Does the office have adequate equipment and supplies?

5.4 Does the office have adequate office space?

5.5 Does the office have sufficient effective research skills, knowledge, and methods?

Importance

It is necessary to determine if the office has adequate resources to do its mission.

Audience for Questions 1, 2, 3, & 4

0. The Director of Institutional Research
1. The Director of Systems and Programming
2. The Vice President for Management Information Systems
3. The President of the College
4. Office of Institutional Research Staff
5. Systems and Programming Staff
6. The Vice President for Academic Affairs
7. Academic Deans
8. The Assistant to the President
9. The Director of Planning and Institutional Development
10. The Director of Public Relations and Marketing
11. The Director of Institutional Evaluation
12. Vice President for Financial Services
13. Vice President for Human Resources and Administrative Services

Audience for Question 5

0. The Director of Institutional Research
1. The Director of Systems and Programming
2. The Vice President for Management Information Systems
3. The President of the College
4. Office of Institutional Research Staff
5. Systems and Programming Staff

Data Collection Procedures

Questions	Instrument	Description
1. 2. 3. 4. 5.	1. In-depth Interview	1. Extensive personal interview with those directly involved regularly with the Office of Institutional Research. These interview sessions may take extended periods of time, depending on how much time the subject has available.
1. 3.	2. Structured Interview	2. Brief personal interview with senior managers based on structured interview form developed in advance.
5.	3. Group Interview	3. Group brainstorming type interviews with staff members who have immediate knowledge or direct contact with the Office of Institutional Research.
2. 3. 4.	4. Decision Maker Survey	4. Decision Makers who are on the IR Mailing List that have not been contacted by (1) or (2) above will be sent survey forms. Focus will be on how they use the information they get.

Instrument Implementation

1. In-depth Interview

All aspects of the Office of Institutional Research and its operation and role within EPCC discussed with the following decision/policy makers:

0. The Director of Institutional Research
1. The Director of Systems and Programming
2. The Vice President for Management Information Systems
4. Office of Institutional Research Staff

Schedule: 19 August to 26 August

2. Structured Interviews

Only those aspects that specifically relate to the working relationship between the Office of Institutional Research and the following administrators:

3. The President of the College
6. The Vice President for Academic Affairs
7. Academic Deans
8. The Assistant to the President
9. The Director of Planning and Institutional Development
10. The Director of Public Relations and Marketing
11. The Director of Institutional Evaluation
12. Vice President for Financial Services
13. Vice President for Human Resources and Administrative Services

Schedule: 24 September to 5 October

3. Group Interview

Only those aspects that specifically relate to the working relationship between the Office of Institutional Research and Systems & Programming unit. The following are included:

4. Office of Institutional Research Staff
5. Systems and Programming Staff

Schedule: 26 or 27 September

9

4. Decision Maker Survey

Only those aspects that specifically relate to the working relationship between the Office of Institutional Research and select (only those on IR Mailing List) EPCC decision makers. The following individuals are included:

Al Lawrence, Coordinator
Carl Perkins Grant

Jim Burke, Coordinator
Language Development

Luis Chaparro, Director
Learning Resources

Leo Cardenas, Director
Facilities & Engineering

Gordon Strickland, Construction Engineer
Facilities & Engineering

Candace Castillo, Director
Resource Development

Ernst Roberts, Director
Staff Training & Development

Carol S. Fairchild
Comptroller

Nancy Nelson, Director
Personnel

Bert White, Director
Purchasing & Contract Management

Roger Willmarth, Director
Budgets

Director
Center for Business Services

Joan B. McCollister, Director
Continuing Education Health PS & PE

Paula R. Mitchell, Division Chair
Health Occupations

Michael J. Roark, Director
Advanced Technology Center

Dennis Brown, Division Chair
Communications

Lynn Slater, Division Chair
Technology Programs

Salvador Acosta, Director
Developmental Education

Shirley Gilbert, Division Chair
Computer Based Occupations

Carol Clymer, Director
Literacy Education Action

Eduardo Conrado, Director
Center for International Programs

Carmen T. Delgado, Director
Curriculum & Instructional Developmental Services

Jenny Giron, Director
Off Campus Programs

Bonnie Scranton
Director of Admissions

George Ihorn, Division Chair
Business Programs

Ted Johnston, Division Chair
English

Cecil Lance, Director
Physical Plant

Bruce Mathis, Director
Security

Daniel Matta, Director
Center for Instructional Telecommunications

Linda Shields, Division Chair
Public Service Occupations

Blaine Nelson, Division Chair
Social Sciences

Roberto Ortega, Division Chair
Humanities

Terry Partanen, Director

Financial Aid & Veterans' Affairs

Carol Giordano, Director
District Testing Services

Harvey Ideus, Director
Cooperative Education and Placement

Ray Roberts, Director
Auxiliary Services

Ramiro Sanchez, Division Chair
Math & Sciences

Guillermo Ortiz, Director
Institutional Planning and Development

Jay Carsey, Assistant to the Vice President
Academic Affairs

Sylvia Chavez-Sitters, Coordinator
Public Relations and Marketing

Alex Hunt
Admissions

Sandra Tate
English Instructor

Carol Wallace
Program Director, Alpha Center

Olga C. Chavez
Director, Women's Center

Lupe Mendez
Recruitment Specialist

Schedule: 18 September to 3 October

Analysis and Interpretation Plan

Question 1

What is the impact of the Office of Institutional Research on EPCC's management?

1.1 Does the office provide management with pertinent information for decision purposes?

12

1.2 Does the office provide timely information to management for decision purposes?

1.3 Does the office help management anticipate and deal with issues and problems?

1.4 Does the office provide quality information that might not otherwise be available?

1.5 Does the office contribute to ongoing institutional information systems design and consistency?

Collection Procedures

In-depth interviews (1) with the three administrators directly responsible for overseeing the operation of the Office of Institutional Research and Office of Institutional Research staff members.

Structured interviews (2) [to be developed] with EPCC college president and other key senior administrators.

Decision maker survey (4) [to be developed] with select EPCC decision makers.

Data Analysis

Interview responses will be transcribed. Tendencies will be identified and categorized into question areas and reported in a Strength/Weakness format. Surveys will be tabulated using SPSSX. Item frequencies will be reported in both tables and graphical formats.

Criteria

No legal requirements, but the focus is whether the Office of Institutional Research is having sufficient impact on EPCC.

Procedure for Making Judgments

Results will be presented to Director of the Office of Institutional Research in form of an oral presentation and a written report with accompanying graphics. Any apparent weaknesses or areas of concern will be highlighted in the report and stressed in the presentation.

Question 2

Does the office provide analytic studies and services that contribute in a positive way to a quality educational environment?

2.1 Is the acquisition of needed resources enhanced?

2.2 Are institutional resources used effectively?

2.3 Is the ability to deal with external agencies and clients improved?

2.4 Are internal evaluations and reviews of institutional programs and departments improved?

2.5 Is institutional planning improved?

2.6 Is institutional budgeting improved?

2.7 Are policy decisions made by well-informed decision makers?

2.8 Is the operation of EPCC better understood?

Collection Procedures

In-depth interviews (1) with the three administrators directly responsible for overseeing the operation of the Office of Institutional Research and Office of Institutional Research staff members.

Structured interviews (2) [to be developed] with EPCC college president and other key senior administrators.

Decision maker survey (4) [to be developed] with select EPCC decision makers.

Data Analysis

Interview responses will be transcribed. Tendencies will be identified and categorized into question areas and reported in a Strength/Weakness format. Surveys will be tabulated using SPSSX. Item frequencies will be reported in both tables and graphical formats.

Criteria

No legal requirements, but the focus is whether the Office of Institutional Research has a positive impact on the prime mission of EPCC, that of providing quality education. Do those directly responsible for delivering education to students make better decisions.

Procedure for Making Judgments

Results will be presented to Director of the Office of Institutional Research in form of an oral presentation and a written report with accompanying graphics. Any apparent weaknesses or areas of concern will be highlighted in the report and stressed in the presentation.

Question 3

How effective is the operation of the office?

3.1 Does the office anticipate institutional problems and information needs?

3.2 Can the office find out from management specific analytic study needs?

3.3 Does the office understand the organization?

3.4 Does the office maintain good working relationships with all other offices at EPCC?

3.5 Does the office communicate well and does it have clear report formats and contents?

3.6 Does the office follow through on completed studies to see if they fulfilled their intended use?

3.7 Is the office aware of trends and concerns in U.S. and Texas higher education?

Collection Procedures

In-depth interviews (1) with the three administrators directly responsible for overseeing the operation of the Office of Institutional Research and Office of Institutional Research staff members.

Structured interviews (2) [to be developed] with EPCC college president and other key senior administrators.

Group interview (3) with Systems & Programming Staff and Office of Institutional Research Staff.

Decision maker survey (4) [to be developed] with select EPCC decision makers.

Data Analysis

Interview responses will be transcribed. Tendencies will be identified and categorized into question areas and reported in a Strength/Weakness format. Surveys will be tabulated using SPSSX. Item frequencies will be reported in both tables and graphical formats.

Criteria

No legal requirements, but the focus is whether the Office of Institutional Research operates effectively to meet its objectives.

Procedure for Making Judgments

Results will be presented to Director of the Office of Institutional Research in form of an oral presentation and a written report with accompanying graphics. Any apparent weaknesses or areas of concern will be highlighted in the report and stressed in the presentation.

Question 4

Does the office do needed studies or provide needed services?

4.1 Does the office interact campus-wide?

4.2 Does the office cover appropriate topics that relate to faculty, students, and management?

4.3 Does the office make appropriate priority decisions among internal and external demands for information?

Collection Procedures

In-depth interviews (1) with the three administrators directly responsible for overseeing the operation of the Office of Institutional Research and Office of Institutional Research staff members.

Structured interviews (2) [to be developed] with EPCC college president and other key senior administrators.

Group interview (3) with Systems & Programming Staff and Office of Institutional Research Staff.

Decision maker survey (4) [to be developed] with select EPCC decision makers.

Data Analysis

Interview responses will be transcribed. Tendencies will be identified and categorized into question areas and reported in a Strength/Weakness format. Surveys will be tabulated using SPSSX. Item frequencies will be reported in both tables and graphical formats.

Criteria

No legal requirements, but the focus is whether the Office of Institutional Research meets the needs of those who rely on timely and accurate information.

Procedure for Making Judgments

Results will be presented to Director of the Office of Institutional Research in form of an oral presentation and a written report with accompanying graphics. Any apparent weaknesses or areas of

concern will be highlighted in the report and stressed in the presentation.

Question 5

5. Does the office have necessary resources available to do necessary tasks and provide necessary service?

5.1 Is the staffing level adequate?

5.2 Is the budget level adequate?

5.3 Does the office have adequate equipment and supplies?

5.4 Does the office have adequate office space?

5.5 Does the office have sufficient effective research skills, knowledge, and methods?

Collection Procedures

In-depth interviews (1) with the three administrators directly responsible for overseeing the operation of the Office of Institutional Research and Office of Institutional Research staff members.

Group interview (3) with Systems & Programming Staff and Office of Institutional Research Staff.

Data Analysis

Interview responses will be transcribed. Tendencies will be identified and categorized into question areas and reported in a Strength/Weakness format. Surveys will be tabulated using SPSSX. Item frequencies will be reported in both tables and graphical formats.

Criteria

No legal requirements, but the focus is whether the Office of Institutional Research meets the needs of those who rely on timely and accurate information.

Procedure for Making Judgments

Results will be presented to Director of the Office of Institutional Research in form of an oral presentation and a written report with accompanying graphics. Any apparent weaknesses or areas of concern will be highlighted in the report and stressed in the presentation.

Reporting Summary

The evaluation of the Office of Institutional Research will span four months from 6 August 1990 to 5 December 1990. This timeframe will provide ample opportunity for the evaluator to complete the evaluation and report the results. The evaluation will also be completed long enough before the SACS accreditation process begins to give the Director of Institutional Research and other policy makers time to make changes if they are determined to be necessary. The very nature of the instruments used get to the very heart of reporting. The goal is to give every client an opportunity to "report" their feeling about the office. A Gannt chart has been prepared to indicate the schedule of key work tasks. All reports are listed on it. A description of report specifics are listed below.

1. Briefing with Director of Institutional Research -- will take place every Friday from 31 August to 2 November. These will be short informal discussions intended to get the director "up to speed" about the evaluation and obtain feedback about any recent development. Goal is to lessen chance of major surprises when evaluation report is written and make corrections to evaluation plan if needed.

2. Draft Evaluation Report -- will be submitted to Director of Institutional Research 9 November 1990. It will be in every way possible complete. It will be written in chart essay format with graphics incorporated into the text. The results of the surveys and interviews will be reported and the evaluator will make recommendations about any changes that may appear to be necessary. An executive summary will be included. The Director of Institutional Research will have one week to review the Draft Evaluation Report. The Director will meet with the evaluator on 16 November to communicate any problems and concerns with the report.

3. Final Report -- (three copies) will be submitted to Director of Institutional Research on 30 November 1990.

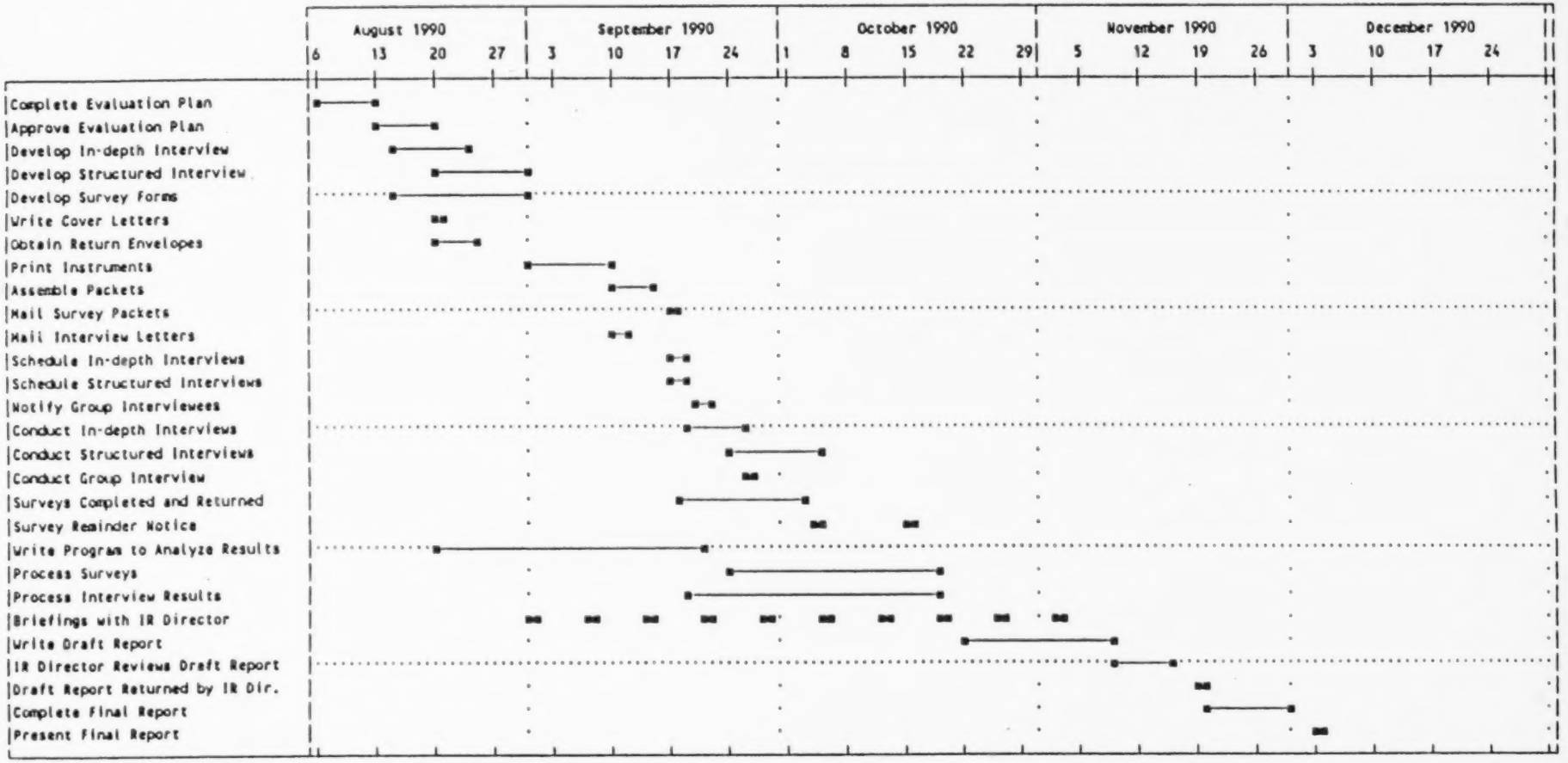
4. Final Report Presentation -- the evaluator will be prepared to make a formal oral presentation (one hour in length) to the Director of Institutional Research and any other individuals selected by the director. Presentation will take place between 3 December and 5 December 1990.

Management Plan: Work Schedule

The Evaluation Plan Work Schedule (Gannt Chart) shows all major tasks, the start and finish parameter and the estimated duration of each task. These are estimates and serve as a guide to the evaluation plan. Unforseen events and evaluation plan changes may cause this schedule to be modified as warranted.

Office of Institutional Research
Evaluation Plan Work Schedule

D R A F T
2 August 1990



21A

Management Plan: Personnel

The Evaluation Plan Personnel Allocation Schedule shows how person days will be required to complete evaluation tasks. Each individual that will be part of the evaluation effort is included. It is anticipated that all time will come from existing staffing plans and that no overtime or other extra hours are necessary.

Office of Institutional Research
Evaluation Plan Personnel Allocation Schedule
D R A F T -- 2 August 1990

TASK	TIME FRAME ALLOWED	DAYS REQUIRED	EVALUATOR	INSTITUTIONAL RESEARCH DIR.	SUPPORT STAFF	IN-DEPTH INTERVIEWS	STRUCTURED INTERVIEWS	GROUP INTERVIEW	SURVEYS	OTHERS
n =						6	10	25	48	
Complete Evaluation Plan	8/6 - 8/13	5	5							
Approve Evaluation Plan	8/13 - 8/20	2		2						
Develop In-depth Interview	8/15 - 8/24	1	1							
Develop Structured Interview	8/20 - 8/31	2	2							
Develop Survey Forms	8/15 - 8/31	5	5							
Write Cover Letters	8/20 - 8/21	0.25	0.25							
Obtain Return Envelopes	8/20 - 8/25	0.5			0.5					
Print Instruments	8/31 - 9/10	0.5								0.5
Assemble Packets	9/10 - 9/15	1	0.5		0.5					
Mail Survey Packets	9/17 - 9/18	0.5			0.5					
Mail Interview Letters	9/10 - 9/12	0.5			0.5					
Schedule In-depth Interviews	9/17 - 9/19	1	1							
Schedule Structured Interviews	9/17 - 9/19	2	2							
Notify Group Interviewees	9/20 - 9/22	1.5	1		0.5					
Conduct In-depth Interviews	9/19 - 9/26	8.38	4.38	0.5	0.5	3				
Conduct Structured Interviews	9/24 - 10/5	2.5	1.88				0.63			
Conduct Group Interview	9/26 - 9/27	14	0.5	0.5	0.5			12.5		
Surveys Completed and Returned	9/18 - 10/3	6							6	
Survey Reminder Notice	10/4 - 10/5	1.5	1		0.5					
Survey Reminder Notice	10/10 - 10/11	0.75	0.5		0.25					
Write Program to Analyze Results	8/20 - 9/21	3	3							
Process Surveys	9/24 - 10/19	3.12	3.12							
Process Interview Results	9/19 - 10/19	10	10							
Briefings with IR Director	8/31	0.25	0.13	0.13						
Briefings with IR Director	9/7	0.25	0.13	0.13						
Briefings with IR Director	9/14	0.25	0.13	0.13						
Briefings with IR Director	9/21	0.25	0.13	0.13						
Briefings with IR Director	9/28	0.25	0.13	0.13						
Briefings with IR Director	10/5	0.25	0.13	0.13						
Briefings with IR Director	10/12	0.25	0.13	0.13						
Briefings with IR Director	10/19	0.25	0.13	0.13						
Briefings with IR Director	10/26	0.25	0.13	0.13						
Briefings with IR Director	11/2	0.25	0.13	0.13						
Write Draft Report	10/22 - 11/9	5	5							
IR Director Reviews Draft Report	11/9 - 11/16	1		1						
Draft Report Returned by IR Dir.	11/20	0.25	0.13	0.13						
Complete Final Report	11/20 - 11/30	2	2							
Present Final Report	12/3 - 12/4	0.25	0.125	0.125						
	Totals	83	50.62	5.5	4.25	3	0.63	12.5	6	0.5

22A

Management Plan: Budget

The Evaluation Budget shows both actual (out of pocket) and in-kind expenses anticipated for evaluation effort. Estimates are based on Personnel Allocation Schedule.

Office of Institutional Research
Evaluation Plan Budget
D R A F T -- 2 August 1990
****Note: Salaries are not real

PERSONNEL	AVERAGE ANNUAL SALARY	DAILY RATE	DAYS	ACTUAL	IN-KIND	TOTAL
Evaluator	$ 40,000.00	153.85	50.62		$ 7,787.69	$ 7,787.69
Institutional Research Director	$ 60,000.00	230.77	5.5		$ 1,269.23	$ 1,269.23
Support Staff	$ 25,000.00	96.15	4.25		$ 408.65	$ 408.65
In-Depth Interviewees	$ 70,000.00	269.23	3		$ 807.69	$ 807.69
Structured Interviewees	$ 80,000.00	307.69	0.63		$ 192.31	$ 192.31
Group Interviewees	$ 30,000.00	115.38	12.5		$ 1,442.31	$ 1,442.31
Survey Respondents	$ 40,000.00	153.85	6		$ 923.08	$ 923.08
Other Staff	$ 25,000.00	96.15	0.5		$ 48.08	$ 48.08
		SubTotal	83	$ 0.00	$ 12,879.04	$ 12,879.04
TRAVEL		MILES	RATE			
Mileage for Interviews		100	0.25	$ 25.00		$ 25.00
MATERIALS & SUPPLIES		NUMBER	RATE			
Printing						
Envelopes		100	0.05	$ 12.50		$ 12.50
Survey Questionnaires		50	0.25	$ 2.50		$ 12.50
Structured Interview Forms		10	0.25	$ 5.00		$ 2.50
Draft Report		1	5	$ 50.00		$ 5.00
Final Report		10	5	$ 0.00		$ 50.00
Other				$ 50.00		$ 0.00
Office Supplies				$ 50.00		$ 50.00
Computer Supplies				$ 25.00		$ 50.00
Time on MainFrame				$ 200.00		$ 25.00
Postage		100	0.3	$ 12.50		$ 200.00
Letterhead		25	0.5	$ 50.00		$ 12.50
Envelopes		100	0.5	$ 0.00		$ 50.00
		SubTotal		$ 457.50	$ 0.00	$ 470.00
				$ 482.50	$ 12,879.04	$ 13,374.04

24

OFFICE OF INSTITUTIONAL RESEARCH
SELF EVALUATION SURVEY

The Office of Institutional Research in preparation for the SACS Reaccreditation needs your input and assistance to determine how effectively it achieves its mission.

Directions: Please read the statements that follow. Circle the response on the scale below each statement that best conveys your feelings. For example:
If you strongly agree with the statement -- circle Strongly Agree

If you disagree with the statement -- circle Disagree

Comments: Please feel free to write any comments on this survey form or on a separate sheet of paper.

The Office of Institutional Research:

1. **sends information to me.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

2. **provides relevant information.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

3. **provides timely information.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

4. **helps management anticipate issues and problems.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

5. **helps management deal with issues and problems.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

6. **helps decision makers anticipate issues and problems.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

7. **helps decision makers deal with issues and problems.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

8. **helps me anticipate issues and problems.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

9. **helps me deal with issues and problems.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

10. **provides information that wouldn't otherwise be available.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

11. **contributes to ongoing institutional information systems design and consistency.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

12. **has sufficient impact on the institution.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

13. **needs to exist.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

14. **contributes in a positive way to a quality educational environment.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

15. **enhances the acquisition of needed resources.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

16. **helps institutional resources to be used effectively.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

17. **helps improve how I deal with external agencies and clients.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

18. **provides information that helps improve internal evaluations and reviews of institutional programs or departments.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

19. **provides information that improves institutional planning.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

20. provides information that improves institutional budgeting.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

21. provides information that allows decision makers to make better policy decisions.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

22. provides information that promotes better understanding of EPCC.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

23. has a positive impact on the prime mission of EPCC, that of providing quality education.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

24. provides information to those directly responsible for delivering education to students that allows them to make better decisions.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

25. is effectively operated.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

26. anticipates institutional problems.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

27. anticipates information needs.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

28. finds out from management specific analytic study needs.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

29. understands the EPCC.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

30. maintains good working relationships with other EPCC offices.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

31. **communicates well.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

32. **has clear report formats and contents.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

33. **follows through on completed studies to see if they fulfilled their intended use.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

34. **is aware of trends and concerns in U.S. higher education.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

35. **is aware of trends and concerns in Texas higher education.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

36. **operates effectively to meet its objectives.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

37. **does needed studies.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

38. **provides needed services.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

39. **interacts campus-wide.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

40. **covers appropriate topics that relate to faculty, students, and management.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

41. **makes appropriate priority decisions among internal and external demands for information.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

42. **meets the needs of those who rely on timely and accurate information.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

43. **has necessary resources available to do necessary tasks and provide necessary service.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

44. **has an adequate staff.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

45. **has an adequate budget.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

46. **has adequate equipment and supplies.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

47. **has adequate office space.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

48. **has sufficient research skills.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

49. **has sufficient research knowledge.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

50. **has sufficient research methods.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

51. **has adequate resources to do its mission.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

OFFICE OF INSTITUTIONAL RESEARCH
SELF EVALUATION SURVEY
(Possible Questions)

The Office of Institutional Research:

1. **supports institutional planning.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

2. **supports policy formation.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

3. **supports decision making.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

4. **supports institutional planning, policy formation and decision making.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

5. **provides information to answer specific questions.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

6. **benefits, assists and advances research leading to improved understanding, planning and operation of EPCC.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

7. **identifies situations within EPCC which are causes for concern.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

8. **performs research that has an impact.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

9. **provides analysis that assists deliberations on matters of policy.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

10. **performs simulation analysis to assess implications of alternative courses of action.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

11. **provides information that is combined with academic and professional judgement in planning.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

12. **provides information that is combined with academic and professional judgement in decision making.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

13. **provides research findings that are guided by the nature and environment of EPCC.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

14. **supports planning and resource allocation.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

15. **supports planning.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

16. **supports resource allocation.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

17. **supports academic planning.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

18. **supports budgeting for academic units.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

19. **is responsive to requests for assistance.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

20. **provides management information.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

21. **captures meaningful data from operational data systems.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

22. **has an in-depth comprehension of institutional data systems.**

Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree

23. **is a reliable source for comprehensive and authoritative information about EPCC.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

24. **responds to national statistical surveys (ie. IPEDS) with accurate high quality information.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

25. **responds to questionnaires with accurate information.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

26. **provides leadership in orienting others to the nature and sources of institutional data and their use.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

27. **maintains library of higher education literature.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

28. **makes library of higher education literature available to administrators at EPCC.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

29. **interprets institutional research and explains its implications.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

30. **insures that desired decisions does not bias outcomes of research.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

31. **performs research that is relevant.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

32. **performs research that is useful.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

33. **undertakes projects that are relevant to the issues faced by EPCC.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

34. utilizes follow-up techniques that ensure research results are understood and appropriately interpreted.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

35. provides market research that contributes to program planning and development.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

36. provides needs assessment research that contributes to program planning and development.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

37. promotes understanding of potential obstacles to moving in new directions.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

38. assists in the identification of inefficiencies in instructional activities.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

39. assists in the identification of inefficiencies in the allocation of resources.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

40. supports EPCC's institutional effectiveness.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

41. reports information on institutional characteristics and related material to external agencies.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

42. provides active support of performance reporting.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

43. serves as a central contact point for institutional data.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

44. conducts specialized institutional studies in support of EPCC requirements such as investigation of interdisciplinary problems.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

45. does feasibility studies to support academic program development.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

46. does needs analysis to support academic program development.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

47. provides information necessary to monitor institutional functioning.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

48. supplies executive management with appropriate information for local decision making.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

49. provides technical support to those individuals or groups that perform investigations on institutional functioning.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

50. maintains information necessary for decision making.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

51. maintains information necessary for planning.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

52. maintains information necessary for decision making and planning.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

53. provides information necessary for decision making.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

54. provides information necessary for planning.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

55. provides information necessary for decision making and planning.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

56. maintains and provides information necessary for decision making.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

57. maintains and provides information necessary for planning.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

58. maintains and provides information necessary for decision making and planning.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

59. gathers an expanding range of information about internal operations.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

60. gathers an expanding range of information about the effectiveness with which resources are used.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

61. is an institutional service organization whose predominate mission is to perform policy research for the EPCC cabinet.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

62. anticipates information needs.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

63. anticipates information needs.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

64. anticipates information needs.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

65. anticipates information needs.

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

66. **anticipates information needs.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

67. **anticipates information needs.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

68. **anticipates information needs.**

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

ERIC Clearinghouse for Junior Colleges

NOV 30 1990